

2018-2019

EPP Bachelor Performance Report

University of North Carolina Wilmington



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. Student engagement, creative inquiry, critical thinking, thoughtful expression, and responsible citizenship are hallmarks of the university. The university, with approximately 14,500 undergraduate students, attracts top tier students and touts a powerful academic experience. The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson College of Education, and the Graduate School, and employs approximately 993 faculty and 1390 staff members. The staff to student ratio is currently 14:1. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum, offering 55 bachelor's degrees (49 majors), and 35 graduate degrees and four at the doctoral level (one in Education). UNCW has a 80% graduation rate and an 83% retention rate. Out-of-state undergraduates comprise 15% of the university's population, and 26 international counties are represented.

The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The University of North Carolina Wilmington was reviewed and accredited in spring 2013 by the Commission of Colleges of the Southern Association of Colleges and Schools with the next renewal cycle scheduled for 2023. The accreditation of The Watson College of Education was last reviewed by the National Council for Accreditation of Teacher Education in March 2014, and was formally recognized as an accredited College with "no areas of weakness." All education programs were (re)approved by the State Board of Education in Fall 2017.

University Leadership has remained fairly stable, with Jose (Zito) Sartarelli continuing in the role as Chancellor of the university, and Marilyn Sheerer as Provost and Vice Chancellor of

Academic Affairs. Dr. Van Dempsey completed his fourth year in his role as Dean of the Watson College of Education.

Special Characteristics

The WCE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WCE established the Professional Development System (PDS) collaborative agreements with 12 school districts (including one Department of Defense), and two charter schools in southeastern North Carolina. The PDS includes 210 schools and over 2,000 partnership teachers. Watson students are required to complete extensive field experiences in PDS schools, and participate in regular site seminars that focus on instructional and classroom management practices.

In addition, students tutor children in reading and mathematics in the Educational Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to provide support for preservice and in-service teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WCE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Educational Technology Unit. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC Core Curriculum, and educational software. The CMC continues to operate a maker-space for teacher candidates and community children.

All programs in the WCE have developed technology-infused plans to ensure that students demonstrate mastery of technology competencies. Most courses are web-enhanced or online, and students develop electronic portfolios. The Watson College of Education has equipped several classrooms for Distance Educational capabilities, so that candidates, who would normally not have access to the main campus, are able to access class remotely from a home computer or laptop. Approximately 62 classes were conducted in these rooms. Additionally, mobile WebEx carts can be used in any classroom. These efforts have increased student

accessibility, particularly in surrounding rural areas of North Carolina that struggle to place highly qualified teachers.

The advising program in the WCE is strong, with the vast majority of education and pre-education majors advised by professional academic advisors in the Office of Student Advising and Integrated Leadership (SAIL). Watson College of Education advisors serve six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transfer to UNCW. An extension advisor serves Coastal Carolina, Brunswick and James Sprunt Community Colleges, and an advisor from the main campus also serves Cape Fear Community College. All faculty continue to play a key role in mentoring students and working with them in career development.

A limited number of scholarships were available for the 2018-2019 academic year. Scholarships in total of approximately \$93,600 were awarded. All students have access to career placement services and education job fairs while completing their internships. Employment rates of graduates continue to be very high. Watson College graduates are frequently recognized as quality educators; they achieve National Board Certification status, receive Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year recognitions.

Program Areas and Levels Offered

The Watson College of Education at UNCW offers the following programs at the undergraduate level:

- Education of Young Children (birth –kindergarten)
- Elementary Education (grades K–6)
- Middle Grades Education (grades 6–9)
- Special Education (grades K–12 in general curriculum and adapted curriculum)
- Licensure for grades 9–12 is offered in the following areas: Biology, Chemistry, English, Geology, Mathematics, Science, and Social Studies.
- Licensure for grades K-12 is available in Physical Education & Health, French, Music, and Spanish.
- Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the licensure areas listed above.

- Undergraduate add-on licensure continues to be offered in Teaching English as a Second Language (TESL).
- Undergraduate minors include Applied Behavior Analysis, Educational Studies, and Teaching English as a Second Language.

Many other programs are offered at the graduate level, and are included in the graduate report. All undergraduate programs are consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

Pathways Offered

Traditional	Lateral Entry	Residency
X	X	X

Preparation to Teach Students with Disabilities

General educators at the WCE are required to complete coursework and clinical field experience work teaching students with disabilities. All students learn and practice methods in field experiences for individualizing instruction, including students with special needs. Candidates are introduced to the Response to Intervention (RtI) method of academic intervention, as this is commonly used in the surrounding school systems. Likewise, general education students are introduced to Individualized Education Plans (IEPs) and focus on the role the general education teacher plays in this collaboration with special educators, families, and students. With the permission of the families, interns are expected to participate in family conferences in which IEPs or 504s are addressed.

Special education teacher candidates gain experience teaching in general education classes, resource, pullout, and team-teaching situations. In multiple settings, they demonstrate various modes of consultation, collaboration, and teaming. Candidates write IEPs in the abstract, and then have the chance to implement authentic IEPs in the field settings. Candidates prepare and teach standards-driven lessons, emphasizing differentiation addressing intellectual and

developmental disabilities. Candidates examine data from IEP and RtI to inform decision-making and contribute to team meeting discussions. Candidates facilitate learning for their students as they plan and teach multiple direct instruction lessons and implement functional behavioral assessments for individual students and classes. They study, design, and implement positive behavior support projects, and relevant social skills lessons. They develop a PBS plan and assess students using FBA and develop behavioral plans based on this data analysis. Likewise, foundation courses address universal design principles which are later used in methods courses and with children in field settings. Additionally, candidates work with a variety of age levels, including preschool to high school, where they complete self-determination plans and transition plans. Student assessment occurs in a variety of settings including the Education Laboratory and public schools. Special Education candidates conduct parent conferences for every child tested (diagnostic, during, and post) or tutored (typically using direct instruction) in the Ed Lab.

Preparation to Teach Students of Limited English Proficiency

Students gain valuable knowledge and skills to work with students of Limited English Proficiency (LEP). A major focus of the elementary course, The Teaching of Communication Arts, is to work effectively with ESL students. Likewise, Teaching Diverse Learners help candidates better prepare for ELL students. Elementary candidates must take 18 hours in a concentration, and ESL is offered as an option. Students in the Secondary Education program are required to take a course and a field experience in working with LEP students. The WCE offers courses, Spanish for Educators I and II, which provide valuable tools for working with students and families of LEP. Secondary candidates, specifically, complete ESL Topics for Secondary Teachers, a course that emphasizes culturally relevant pedagogy as well as ESL methods appropriate for grades K-12. Field experiences are a required part of the course.

Special education teacher candidates are prepared to effectively teach students of limited English proficiency throughout the program. The Introduction to Special Education course content requires teacher candidates to identify appropriate approaches to assessment based on individual student needs. Specifically, students receive specific information on the differences in the assessment of communication disorders in children whose first language is not English or

who use nonstandard English. This content is taught in more detail in the Assessment Procedures for Special Education course where students learn best practices in the assessment procedures for students who are English learners with exceptionalities. Considering that in some cases, direct services for English learners are not always provided by the ESL teacher, the special education teacher candidates in WCE learn collaborative approaches to instructional delivery in the Collaborative Teaming for Special Educators course along with fundamental high-quality instructional strategies taught throughout additional coursework (e.g., Program Development in Special Education, Teaching Mathematics to Students with Special Needs, Teaching Reading to Students with Special Needs, and Children and Adolescents with Learning Disabilities).

Technology Integration in Curriculum, Instruction, and Assessment

Candidates at the Watson College of Education (WCE) are required to complete at least one foundational course with major sections of the course devoted to instructional design and instructional technology. The concept of Universal Design is introduced as a model that is then practiced during the candidate's methods courses. Candidates execute technology-driven lesson plans throughout their program (i.e., Web Tools, Apps, and iPad or other touch technologies) and use technologies as a means of conducting assessment and analyzing achievement along with future teaching goals (i.e. Nearpod or other technologies). Each candidate creates an electronic portfolio during the program, using TaskStream to store electronic pieces of evidence to demonstrate their mastery of teaching standards. Candidates complete various pieces of evidence that also rely on other technologies (media technologies, web folios, digital storytelling, online tools, graphing data, etc.). Each evidence allows candidate to demonstrate proficiency of the standard and how the standard contributes to student learning. Candidates are also required to complete one foundation course that has a large portion devoted to instructional technology. Candidates are required to demonstrate mastery of the International Society for Technology in Education (ISTE) Standards for Educators to be recommended for licensure. Also, all candidates complete the edTPA licensing exam on an electronic platform for electron evaluation.

Arts Integration for Elementary

EDN 414, Integrating the Arts in the Elementary Curriculum, is a requirement for all elementary education majors. The course is designed to provide experiences with visual art,

music, drama, and dance that will prepare students to plan and deliver appropriate experiences for elementary students. Attention is given to understanding the arts in culture, the needs of young children and youth in the arts, the creative process, the skills and concepts of the arts, and connections to other disciplines. Emphasis is placed on integrating arts instruction in other areas of the curriculum. The 3-hour course contains a field experience component in which candidates are observed by teachers and/or supervisors. This experience allows for teacher candidates to plan, implement, and reflect on their integration of the visual arts, music, drama, and dance, in order to provide another entry point for K-6 students.

Program Annual Assessment Cycle

The formal development process of the Watson College of Education (WCE) Assessment System began in 2001 and has been guided by involvement of WCE and university faculty; collaborative engagement with B-12 education partners; and integration of technology tools to facilitate and manage data collection, storage, and use. The process has been further guided by WCE candidates, faculty, staff, and B-12 education partner needs; national and state professional standards, including North Carolina Department of Public Instruction (NCDPI) standards and requirements for undergraduate and graduate licensure programs; and NCATE/CAEP. The WCE Assessment System is aligned with the WCE Conceptual Framework as well as the university, InTASC, state standards, and CAEP accreditation standards.

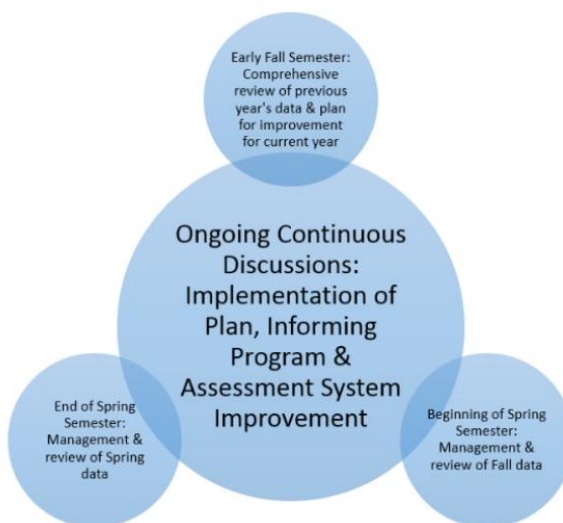


The WCE Database and Collaborative Portal is an essential component of data collection. It provides a system for collecting and managing data on candidates; faculty; B-12 partnership school districts, schools, administrators, and teachers; and WCE alumni. It allows for the collection, analysis, and use of data on applicant qualifications and the performance of initial teacher education program candidates and advanced program candidates. It includes applicant information, candidate profiles and coursework, key assessment results (e.g. Praxis), field experience data, teaching internship data, and administrative internship data. The WCE Office of Professional Experiences uses the database to identify

and monitor field experiences and teaching internships for initial teacher preparation programs. The WCE Professional Development System Partnership uses the database to monitor training of teachers who supervise interns, as well as to communicate with school partners through the “portal” function, which allows a level of database access to partners for documenting updates and for regular communication.

All University of North Carolina Wilmington academic programs are engaged in an ongoing process of continuous improvement of program and student learning outcomes. The annual cycle of program assessment culminates in reporting on results of the analysis of data related to program and student learning outcomes and the development of a plan for improvement for the next academic year.

The Assessment Office works with programs to improve and/or revise their program outcomes, student learning outcomes, and data collection and analysis strategies. The Assessment Office provides support for this process by consulting directly with individual programs; facilitating “Assessment Days” in which program leaders get direct instruction and assistance in completing components of the assessment cycle; and collecting key program assessment data related to graduate and alumni perspectives of their programs, enrollment data, and data that supports CAEP accreditation. The program assessment cycle is as follows:



Transition points common to all WCE programs, including initial teacher preparation programs and advanced programs, are (1) program entry, (2) during program, (3) capstone, and (4) program completion. In addition to the key assessments described below, a WCE alumni survey is administered annually to alumni who completed degrees or licensure only programs. The following chart provides a summary of the common transition points.

Summary of Common Transition Points

Initial Teacher Preparation Programs Program Entry	During Program	Capstone	Program Completion
<p>Minimum GPA of 2.7</p> <p>Passing scores on Praxis Core: Reading, Writing, and Math</p> <p>Completion of university requirements with “C-” grade or better</p> <p>Criminal Background Check</p> <p>Completion of EDN 200 with grade of “C-” or better</p> <p>WCE Professional Dispositions for Teacher Candidates: Statement of Responsibility</p>	<p>Monitoring of 2.7 GPA</p> <p>Field Experience Evaluations completed by Partnership Teachers</p> <p>Program Evidences Folio artifacts completed in specified courses and assessed by course instructors</p> <p>WCE Professional Dispositions for Teacher Candidates: Statement of Responsibility</p> <p>Performance Review Process and monitoring of professional dispositions by faculty and advisor</p>	<p>Subject specific, performance-based assessment: edTPA</p> <p>Intern Performance Scale completed at midterm and end of teaching internship by Internship Supervisors</p> <p>Certificate of Teaching Capacity completed by Partnership Teachers</p>	<p>Minimum GPA of 2.7</p> <p>Completion of all required Education and Specialty Area courses</p> <p>Completion of courses, including Teaching Internship, with “C-” grade or better</p> <p>Completion of Program Evidences Folio with all artifacts documented as “proficient.”</p> <p>Teacher Candidate Exit Survey</p> <p>For licensure: Passing scores on Praxis II/Pearson Testing for NC – Foundations of Reading and General Curriculum, and edTPA</p>

WCE unit assessment includes aggregate candidate and program assessment data, as well as data generated at the unit level. Common unit-level data include Digital Measures data and faculty and staff Professional Development Plans/Reviews; National Survey of Student Engagement, Faculty Survey of Student Engagement, and Collegiate Learning Assessment results disseminated by the UNCW Office of Institutional Research; and teacher quality research reports disseminated as part of the UNC System Office (formerly known as UNC General Administration) Teacher Quality Research Initiative.

The Watson College implemented the edTPA in all areas of licensure, as outlined by the NC Dept. of Public Instruction. Scores for 2018-2019 were non-consequential, however, the edTPA results serve as another critical means of assessing programs and individual teacher candidates, as well as provide valuable information to our teacher preparation program as a whole.

The WCE Assessment and Accreditation Committee (AAC) facilitates the development of assessment and accreditation processes to allow the WCE to best support candidate learning and success. Membership of the committee includes: the WCE Assessment Director (Chair), the WCE Administrative

Team (Dean, Associate Deans, Chairs), the WCE Director of Technology, the WCE Data Applications Analyst, and one faculty representative from each department (3-year term). In the 2018-2019 year, a steering committee, a subset of the Assessment and Accreditation Committee, was created to guide the processes across the college and ensure benchmarks were achieved. In addition to the AAC, college-level Assessment Fellows (one from each department), with a Lead Fellow support the processes specific to faculty and provide ongoing feedback on the assessment and accreditation processes from the faculty perspective.

Comprehensive Professional Field Experiences

The Watson College of Education at UNCW has licensure programs in the birth through secondary teaching areas. Since there are so few low-performing schools in our immediate partnership area, we maximize the opportunities that can be found in a reasonable driving distance. Each public school partner serves low performing students and students identified as requiring special services. Teacher candidates in all programs work with low performing students served in their field placements. Teacher candidate placements are tracked by the Professional Experiences Team and are analyzed to ensure that in as much as possible, each individual is ensured diversity in schools to include rural, suburban, and urban settings. This data allows us to feel confident that students are prepared to work with a wide variety of schools, students, families, and communities. A sampling of the opportunities for field experiences is included in the following descriptions:

- Teacher candidates engage in planning, teaching, and reflection of math, social studies, science, language arts and/or communication arts instruction for diverse learners at the elementary, middle, and high school levels. Candidates also plan, teach, and reflect on lessons that include integrating visual arts, music, drama or dance, physical education, and foreign language with other content areas in the general classroom. They have numerous opportunities to observe, tutor, work with students, assist with teaching and assessment, and teach a variety of lessons using what they are learning in their methods classes.
- Teacher candidates engage in a progression from 10 hours in a classroom the first semester to 152 hours in the classroom prior to the full-time internship - 600 hours. Faculty members provide direct supervision and support for all fieldwork, working closely with school partners to design the experiences.
- Middle grades candidates complete a full day “Learning Walk” visit to a middle school. The purpose of this assignment is to gain insight into a day in the life of a middle

school student. The UNCW student will, as nearly as possible, spend the school day as a middle school learner, recording events and impressions. This experience includes a school introduction and tour by an administrator, following a hypothetical student schedule including lunch, class changes, enhancements, and observation of bus drop off and pick up. Candidates will debrief as a group with the school administrator to reflect on the experience.

- Teacher candidates observe and participate in an inclusive general education classroom that includes students with and without disabilities. During the observation candidates implement data collection strategies discussed within coursework. Teacher candidates are expected to interact with individual students or groups in instructional or social activities as directed by the teacher. Candidates are instructed to keep a daily log of observations, interactions, etc. while participating in the classroom. Candidates use the data collected to examine the instructional environment, behavior management techniques, and individual learning characteristics as they relate to learners with special needs. Experiencing and understanding the school's Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) model is expected.
- Teacher candidates work with diverse learners in the local community agencies. Candidates will research their chosen agency and, depending on agency needs, students may assist with after school tutoring for at-risk students, tutoring ESL students, organizing and serving in soup kitchens, etc.
- In the Education Lab at UNCW, teacher candidates work one-on-one with an elementary or middle grades level student. Candidates use strategies to assess prior knowledge, implement vocabulary strategies, organize information, increase comprehension, extend study skills, develop writing competence, and help the student critically evaluate text. Teacher candidates design and implement lesson plans for each tutoring session.
- Teacher candidates observe, assist, and tutor in an ESL classroom. They design, implement, and assess instruction for individual students, small groups and large groups of ESL students.
- Teacher candidates complete weekly, supervised visits to an assigned school. They engage in every aspect of the classroom and activities may include observing, assisting,

supporting whole group, small group, and individual instruction. Classroom climate and setting, teaching methods, behavior management, student-teacher interactions, and peer relationships will be observed and discussed in weekly journals. In addition to the school experience, candidates also complete other assignments designed to extend the study of topics presented in class, including but not limited to the impact of race, gender, socio-economics, and disabilities in public school settings. Critical frameworks and strengths-based models are used in working with students, teachers, families, communities, and schools.

- In the Education Lab, students work one-on-one with the same child for math and/or reading tutoring. Planning and instruction will incorporate theory and methods from content courses. Lesson plans and reflections are submitted to the Education Lab before and after each tutoring lesson. Learning Growth Plan, summer letter and parent conference will be required. Instructional manipulatives will be used in each session.
- Teacher candidates complete field experience in an early childhood setting working with 3-5-year-old children and their families in a variety of community settings including public schools, preschools, childcare centers, and private homes under the supervision of licensed service providers. This experience includes observation, participation, planning, and implementing small and whole group lessons followed by written and oral reflections.
- Early Childhood candidates complete field experience in an infant-toddler classroom (2 years and under). This experience provides students with opportunities for application of concepts through fieldwork with infants and toddlers and their families in a variety of community settings including childcare facilities, and Early Head Start programs under the supervision of licensed service providers. Students observe, participate in the classroom, and plan and implement two lessons, followed by written and oral reflections. The course instructor completes two formal observations.
- Teacher candidates complete field experience in self-contained or inclusion classrooms with students with learning disabilities. Required activities include observation, reviewing history of the child, working with one student labeled LD, and teaching the child individually or in groups. In addition, candidates observe and participate in

collaborative team meetings relevant for the education of students with special needs and from diverse cultures.

- In a special education classroom setting, teacher candidates collect data on classroom and individual student variables regarding social behaviors and develop a behavior change plan for at least two different behaviors. Candidates develop a lesson unit on social skills designed for a large group, small group, or individual student and develop an FBA or BIP plan for a student in the program. Teacher candidates are encouraged to teach and interact with students as much as possible under teacher supervision.
- Special Education candidates complete field experience in a high school class focusing on the NC Future Ready Occupational Course of Study (FR-OCS). The candidate works with a student with a high-incidence disability in the FR-OCS by becoming familiar with the student's disability, the student's strengths and needs, and his or her IEP goals and objectives. Based on this information, the candidate develops and teaches a skill that the student needs to be successful in post-secondary education, employment, or independent living, and then creates a transition plan based on the high school student's interests, preferences, and needs.
- Special Education candidates are placed in an IBS/BED classroom that includes students who exhibit behavioral, emotional, or social skill deficits. They observe, examine and participate in the classroom, as well as design and teach multiple lessons. Students write a report dealing with behavior change techniques or therapies used in the treatment of the population, program and instructional elements, and a private, confidential notebook including IEP reviews, brief summaries of student backgrounds, record of observations, and record of the Special Education candidates' teaching of new behaviors, including at least 5 lesson plans. Candidates conduct ABC analysis based on non-symbolic communication and develop a communication chart for students in the field placement to include communication targets and objectives.

The student teachers interning in the fall begin in the school systems with the start of their academic year each August. The student teachers are immersed in the professional development activities and in the activities and work of setting up their teacher's classroom. The time spent in the schools at the beginning of the school year is valued and essential preparation for our teacher candidates. In some programs if the internship is in spring they have had the

opportunity to observe the beginning of the school year as part of the methods courses prior to internship.

End of the school year activities are not available to all of our teacher candidates due to the calendar of the school district and the misalignment with the university academic calendar. The university semester ends at the beginning of May with approximately one month left of traditionally-scheduled schools. (There are only three year-round schools in Wilmington- two elementary and one middle.) If a teacher candidate is not enrolled in a summer session course, they are not able to participate in end of the school year activities with a school system. Many of our students do volunteer for end of the school year activities with schools including tutoring, field days, field trips, and standardized test proctoring.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2018 to 6/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.
Number of Participants	Within the 12 districts and 2 charter schools we have over 2,000 active partnership teachers
Activities and/or Programs Implemented to Address the Priorities	PDS School-University Partnership-- The Watson College of Education's Professional Development System School-University Partnership is with 12 public school districts, 1 Department of Defense School system, 2 NC public charter schools, and one university laboratory school. The PDS Partnership established a comprehensive school-university collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (renewed June 2018) to include a school and district-level needs assessment and annual updates gathered from each of our partnership schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.

Summary of the Outcome of the Activities and/or Programs	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. The PDS Director, Dean, and Associate Dean travel to districtwide meetings to reaffirm the strength of our partnership and discuss additional needs and collaborative efforts. In addition, faculty, senior leadership, and WCE center directors meet with district-level Key Contacts each September to initiate conversations focused on recruitment and retention efforts as well as opportunities for more authentic collaborations. These conversations led to new or modified initiatives such as the Partnership in Action Mini-Awards for faculty/school collaborative projects, the continuation of the Master Teacher Program, and the ongoing examination of processes and tools related to our current Cognitive Coaching Model of Learner-Centered Supervision.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2018 to 6/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Support professional learning in the areas of technology and digital learning, with an additional focus of supporting WCE students with submission of edTPA
Number of Participants	Over 450 students and partnership teachers
Activities and/or Programs Implemented to Address the Priorities	This year PDS continued its partnership with WCE Technology Unit to provide professional development in the area of technology. These sessions included sessions for Beginning Teacher Workshops, WCE Professional Development System Conferences, and other regional conferences and workshops hosted at UNC Wilmington or in the region. The sessions were customized to enhance technology use in the classroom at the Pre-K, elementary/middle, and high school classrooms. Feedback from the sessions are used on a regular basis to meet the needs of participants and plan for future support sessions. In addition, the Assistant PDS Director worked collaboratively with the members of the Technology Unit to provide ongoing support and professional development to students completing edTPA and to the partnership teachers who mentor them.
Summary of the Outcome of the Activities and/or Programs	The needs of the participants are surveyed from the school districts to tailor sessions to teachers/administrator needs. edTPA feedback is collected from students to guide the design of support for the coming year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).

Start and End Dates	7/1/2018 to 6/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing Professional Development for Teachers and /or Administrators
Number of Participants	12,026 partnership teachers, school administrators, university faculty, interns and other school partners
Activities and/or Programs Implemented to Address the Priorities	The PDS School-University Partnership sponsored professional development activities including conferences, seminars and professional growth opportunities. This year PDS supported new initiatives and maintained initiatives from 2017-2018 to include Partnership in Action, the Master Teacher Program, the Fall Job Fair and Recruitment and Retention Luncheon, and, in addition, co-hosted the Regional Eggs & Issues Breakfast, supported the WCE Innovation Conference, provided edTPA support sessions for students, and now serves as a regional site for the statewide NC New Teacher Support Program. During the 2018-2019 academic year, the PDS Office also planned and facilitated 2 Professional Learning Days for over 140 partnership teachers. This year's theme was <i>It Begins With Teachers... It Starts With Coaching</i> . The days brought together over 50 faculty members across the Watson College of Education, College of Health and Human Services, and the College of Arts and Sciences as presenters. In addition, presenters from our local schools, several community agencies, and the North Carolina Teacher of the Year participated.
Summary of the Outcome of the Activities and/or Programs	In 2018-2019, 12,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 10 professional development conferences, 185 seminars, 204 professional growth opportunities, and 52 professional initiatives for a total of 451 sessions with 25,420 contact hours.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2018 to 6/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Enhance beginning teacher support and retention in our 12 district partnership
Number of Participants	1,404 beginning teachers in 12 districts
Activities and/or Programs Implemented to Address the Priorities	<p>The First Years of Teaching Support Program provided face-to-face support for over 1,404 beginning teachers during the 2018-2019 academic year. FYTSP provided on-site support for teachers in several districts. New Hanover, Duplin, Pender and Columbus Counties requested support for beginning teacher inductions and sustained professional development opportunities throughout the academic year. Workshops engage teachers in professional learning focused on classroom engagement, growth mindset, Kagan strategies, assessment, differentiation, and other instructional strategies. In Columbus County, a new series was designed based on the 5 Core Propositions of the National Board for Professional Teaching Standards.</p> <p>The FYTSP also hosted three Professional Development Days for Beginning Teachers on the campus of UNCW. In total, 177 teachers attended the</p>

	<p>sessions representing 12 district and school partners. FYTSP was also awarded a Wells Fargo Foundation Grant supporting an additional 3 days of professional learning for first and second year teachers in Sampson County Schools aligned with district priorities for the year. An additional 175 teachers participated in these events.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Beginning teachers in the PDS partnership were provided flexible opportunities for support to include workshops, full day conferences, one on one coaching, and online resources. Teacher report a high level of satisfaction with regards to each of these supports and feedback will be used in planning activities for the 2019-2020 academic year.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).</p>
Start and End Dates	<p>7/1/2018 to 6/30/2019</p>
Priorities Identified in Collaboration with LEAs/Schools	<p>Provide enhanced leadership opportunities for classroom teachers and mutually beneficial opportunities for PDS partners</p>
Number of Participants	<p>20 teachers</p>
Activities and/or Programs Implemented to Address the Priorities	<p>PDS began new cohorts for two of its core leadership initiatives, the Master Teacher Program and Promise of Leadership Program. Master Teachers represent a select cadre of teachers who model what WCE and PDS partners believe to be good teaching and can coach other teachers towards teaching in ways that are mutually meaningful for teachers and students. Master Teachers commit to a three-year term during which they take part in 36 hours of face-to-face professional development with WCE faculty Master Teacher Associates (MTAs) on topics designated by Master Teachers and MTAs. In addition, Master Teachers collaborate with MTAs to design and implement one or more professional growth and enrichment opportunities in their classrooms. In addition, Master Teachers mentor beginning teacher Promise of Leadership Award recipients, outstanding beginning teachers nominated by PDS district administrators, to design and deliver professional development at a Beginning Teacher Professional Development Day each year. Both POLs and Master Teachers engage in professional learning opportunities focused on enhancing teacher leadership throughout their three year commitment.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Master Teachers and POL Award recipients deliver professional development, serve as members on various advisory boards, and are called upon to host intensive field experiences in their classrooms. They also serve as liaisons to their schools and districts, communicating collaborative opportunities and other initiatives with PDS partners in our region.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow</p>

	County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2018 to 6/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Enable WCE and school-based colleagues to make meaningful progress on research that results in mutually beneficial outcomes for all partners. In addition, awards aim to support PDS research that will become a significant publication, presentation, grant proposal or other scholarly artifact
Number of Participants	16
Activities and/or Programs Implemented to Address the Priorities	Partnership in Action Schools Program: The Partnership in Action (PIA) program is designed to nurture more intensive school-university collaborative efforts. In January 2019, the PDS Office announced it would offer research award funding to WCE full-time faculty for new or existing research projects conducted in partnership with one or more teachers, schools, or districts within our PDS partnership
Summary of the Outcome of the Activities and/or Programs	As a result of the PDS Mini-Awards, funding was used to support music integration in elementary classrooms, robotics professional development for teachers, individualized coaching on project-based instruction in a Pre-K classroom, schoolwide STEAM initiatives, and a study of Wilmington's racial history.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2018 to 6/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Collaborate with school partners to apply for grant/research funding targeted to district and IHE/faculty areas of need and expertise
Number of Participants	Multiple districts and faculty members
Activities and/or Programs Implemented to Address the Priorities	The PDS Office partnered with faculty to seek collaborators for 2 grant/research initiatives to include the Fulbright TEA Program and the STEM Southeastern NC (SENC) initiative. Collaborations included facilitated communications with multiple faculty members and school-based partners. Once awarded, PDS also played a key role in the startup and implementation of each initiative.
Summary of the Outcome of the Activities and/or Programs	The Fulbright TEA program brought 20 teachers from 20 different countries to UNCW for 6 weeks of professional learning. International teachers were partnered with PDS partnership teachers to meet the grant requirements for school observations and teaching. PDS secured multiple letters of support from districts to initiate STEM SENC. Once awarded, PDS has served in an advisory capacity to the initiative.
The Center for Education in Science, Technology, Engineering and Mathematics (CESTEM)	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	2018 - 2019

Priorities Identified in Collaboration with LEAs/Schools	Outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development.
Number of Participants	Teachers and students from 18 local education agencies were served. There were 1007 participating K-16 science educators that used technology loan equipment to serve over 10,436 students.
Activities and/or Programs Implemented to Address the Priorities	CESTEM hosted 35 professional development and outreach initiatives including the 2019 Regional SeaPerch Competition, Southeastern North Carolina Science and Engineering Fair, and Wilmington Regional Science Olympiad Tournament. Additionally, CESTEM leadership actively supports the initiatives of the STEM SENC(South Eastern North Carolina) ecosystem.
Summary of the Outcome of the Activities and/or Programs	CESTEM has been a significant contributor to the community. Despite the impacts of Hurricane Florence, CESTEM has been able to maintain its efforts and outreach and maintain high quality initiatives. We engaged over 1000 educators and 10,436 students by supporting 158 checkouts of CESTEM materials, hosting students competitions and providing professional development and outreach activities to K-16 educators.
Betty Holden Stike Education Lab	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	The Betty Holden Stike Education Laboratory (a.k.a. The Ed Lab) in the Watson College of Education at UNCW is designed as a critical component of the undergraduate elementary, middle grades, secondary and graduate MAT teacher preparation programs. Pre-service teachers practice the methods they are learning in their courses by teaching a child in a one-on-one setting. Future teachers are individually coached as they employ newly learned pedagogy in reading, writing and mathematics. Our intensive approach to preparing future teachers results in educators who are attuned to their learners and are reflective in their practice. With thirty-four years of successful operation, the Education Lab is a touchstone in the Watson College of Education.
Number of Participants	Over the 2018-2019 academic year, 265 students taught children from local communities in the Ed Lab, representing 382 course registrations. The Ed Lab regularly serves ten courses from five teacher education programs.
Activities and/or Programs Implemented to Address the Priorities	In total, 197 children were tutored in the main campus Ed Lab, 14 children were tutoring in the extension Ed Lab, and 54 children were tutored in partnership schools by UNCW students enrolled in lab courses. The Education Lab provided 3,246.25 hours of individualized instruction for children from the local community. Children from New Hanover, Brunswick, Columbus and Pender counties were served. The Onslow Extension Education Lab, located in Jacksonville, NC in coordination with Coastal Carolina Community College, provided 665 hours of individualized tutoring at the Extension site this academic year for children in and around the Jacksonville area.
Summary of the Outcome of the Activities and/or Programs	The Ed Lab serves as a critical component in our educator preparation programs for candidates learning to teach children in grades K-8. Through the tutoring experience, our teacher education candidates learn to plan and to differentiate instruction. The students receiving the tutoring gain one-on-one instruction in reading and/or mathematics.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	49
Female	293
Race/Ethnicity	Number
Hispanic / Latino	21
Asian	8
African-American	14
American Indian / Alaskan Native	10
Native Hawaiian / Pacific Islander	1
White	285
Multi-Racial	0
Student does not wish to provide	3

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	9
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic/Latino	2	Hispanic/Latino	29
	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	12
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	58	White	429
	Multi-Racial		Multi-Racial	2
	Not Provided		Not Provided	14
	Total	64	Total	506
Licensure-Only	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	2	Total	8
Part-Time				

	Male		Female	
Undergraduate	Asian		Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	13
	Multi-Racial		Multi-Racial	1
	Not Provided	1	Not Provided	
	Total	7	Total	20
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	9
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	11
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten	3	2	2			
Elementary	117	35	4	1		
MG	26	6				
Secondary	19	3				
Special Subjects	10	11				
EC	11	1				

VocEd						
Special Services						
Total	186	58	6	1	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCW	280	83	64
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
New Hanover County Schools	778
Onslow County Schools	447
Wake County Schools	336
Brunswick County Schools	261
Pender County Schools	252
Duplin County Schools	161
Charlotte-Mecklenburg Schools	148
Johnston County Public Schools	136
Cumberland County Schools	82
Columbus County Schools	78

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,181.75
MEAN SAT-Math	567.06
MEAN SAT-Verbal	566.00
MEAN ACT Composite	25.83
MEAN ACT-Math	24.76
MEAN ACT-English	24.55
MEAN CORE-Combined	500.09
MEAN CORE-Reading	181.06
MEAN CORE-Writing	168.39
MEAN CORE-Math	159.56
MEAN GPA	3.50
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	151	93	92	85	92	90	92	95
M.G. Language Arts	1							
M.G. Math	5	4	4	*	4	*	4	*
M.G. Science	8	6	6	100	6	100	6	100
M.G. Social Studies	3	3	3	*	3	*	3	*
English	10	6	6	100	6	100	6	100
Math (grades 9-12)	5	3	3	*	3	*	3	*
Science (grades 9- 12)	7	6	6	100	6	100	6	100
Social Studies (grades 9-12)	11	7	7	86	7	86	7	86
Spanish	5	2	2	*	2	*	2	*
Physical Education	20	10						
Music	3	1	1	*	1	*	1	*
Spec Ed: Adapted Curriculum	10	8	8	100	8	100	8	100
Spec Ed: General Curriculum	16	9	7	43	7	71	7	71
Institution Summary	255	158	145	85	145	91	145	94
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	94	74	27	12	2	1
U Licensure Only	4	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	7	3	1	2	1	0
U Licensure Only	1	0	1	0	0	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
48	7	21

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:5.29

K. Teacher Effectiveness

Institution: UNC-Wilmington							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.9%	60.7%	34.5%	1.9%	481	220
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.9%	52.6%	42.1%	2.3%	477	224
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.1%	64.4%	31.0%	1.5%	477	224

State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.3%	61.1%	34.7%	N/A	481	220
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.4%	64.4%	31.4%	N/A	477	224
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	17.9%	69.0%	13.1%	390	311		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		